

Learning is a consequence of thinking.

This sentence turns topsy-turvy the conventional pattern of schooling. The conventional pattern says that first students acquire knowledge. Only then do they think with and about the knowledge they have absorbed.

But it is really just the opposite: Far from thinking coming after knowledge, knowledge comes on the coattails of thinking. As we think about and with the content we are learning, we truly learn it.

Knowledge does not just sit there. It functions richly in people's lives so they can learn about and deal with the world.

*From Smart Schools: Better Thinking and Learning for Every Child
by David Perkins 1992 New York: Free Press*



Comprehension Continuum

Answer Literal Questions	Retell	Merge Thinking with Content	Acquire Knowledge	Actively Use Knowledge
<p>Answering literal questions shows that learners can skim and scan for answers, pick one out that matches the question and has short-term recall. Does not demonstrate understanding.</p>	<p>Retelling shows that learners can organize thoughts sequentially and put them into their own words. Shows short-term recall of events in a narrative and bits of information in nonfiction. Does not, in and of itself, demonstrate understanding.</p>	<p>Real understanding takes root when learners merge their thinking with the content by connecting, inferring, questioning, determining importance, synthesizing, and reacting to information. Understanding begins here.</p>	<p>Once learners have merged their thinking with the content, they can begin to acquire knowledge and insight. They can learn, understand, and remember. Shows deeper understanding.</p>	<p>With new insights and understandings, learners can actively use knowledge, applying what they have learned to the experiences, situations, and circumstances in their daily lives to expand understanding and even take action.</p>
<p>Teacher Language</p>	<p>Teacher Language</p>	<p>Teacher Language</p>	<p>Teacher Language</p>	<p>Teacher Language</p>
<p>How many...? What is...? Where did...? Who was...?</p>	<p>Tell me what happened... Tell me what it was about... Retell what you read... What comes first, second, third? When did...?</p>	<p>What do you think? What did you learn? What does this remind you of? What do you wonder? What do you visualize? What do you infer? What makes you say that? How did you come up with that? What makes you think that?</p>	<p>What did you learn that you think is important to remember? Why does it matter? What do you think are some big ideas here? What do you think the author most wants you to get out of this? Say more about that...</p>	<p>What do you want to do about this? Why do you want to take action? Is there a way you can get involved? How do you think you can help? What is your plan?</p>

Strategies for Active Reading

Active Readers:

□ Monitor Comprehension

- listen to their inner voice and follow the inner conversation,
- notice when meaning breaks down and/or mind wanders
- leave tracks of their thinking by jotting thoughts when reading
- stop, think and react to information
- talk about the reading before, during and after reading
- respond to reading in writing
- employ "fix up strategies" ---reread for clarification, read on to construct meaning, use context to break down an unfamiliar word, skip difficult parts and continue on to see if meaning becomes clear, check and recheck answers and thinking, examine evidence

□ Activate and Connect to Background Knowledge

- refer to prior personal experience
- activate prior knowledge of the content, style, structure, features and genre
- connect the new to the known- use what they know to understand new information
- merge their thinking with new learning to build knowledge base
- activate their schema to read strategically

□ Ask Questions

- wonder about the content, concepts, outcomes and genre
- question the author
- question the ideas and the information
- read to discover answers and gain information
- wonder about the text to understand big ideas
- do further research and investigation to gain information

□ **Infer and Visualize Meaning**

- use context clues to figure out the meaning of unfamiliar words
- draw conclusions from text evidence
- predict outcomes, events and characters' actions
- surface underlying themes
- answer questions that are not explicitly answered in the text
- create interpretations based on text evidence
- visualize as well as hear, taste, smell and feel the words and ideas

□ **Determine Importance**

- sift important ideas from interesting but less important details
- target key information and code the text to hold thinking
- distinguish between what the reader thinks is important and what the author most wants the reader to take away
- construct main ideas from supporting details
- choose what to remember

□ **Synthesize and Summarize**

- take stock of meaning while reading
- add to knowledge base
- paraphrase information
- move from facts to ideas
- use the parts to see the whole--read for the gist
- rethink misconceptions and tie opinions to the text
- revise thinking during and after reading
- merge what is known with new information to form a new idea, perspective, or insight
- generate knowledge

(Harvey and Goudvis 07)

Annotate Text: *Leave Tracks of Thinking*



See this lesson in action on pages 149, 179, 183, 209.

→ **TIP:** When working with library books or textbooks that cannot be marked up, kids use Post-its instead of writing in the margins. Post-its are especially handy for our earliest readers, since they can also draw their thoughts. The 3x5 size works very well for the youngest kids. We teach older students to use the whole range of text-marking tools—Post-its, codes, underlining, and annotation—so they can really “attack” the surface of texts and dig out meaning.

WHEN and WHY: As kids do research and read for information, they need to leave tracks of their thinking so they can learn, understand, and remember what they read.

INITIATE: Annotation is a powerful reading tool. Explain that we need to make our reading “thinking intensive” and interact with the text while we read by jotting our thinking. Share an analogy. Talk about the tracks animals leave in the snow after a storm. When we wake up in the morning after a snowfall, we can tell who has been there from the fresh tracks, even though the animal is long gone. Explain that we need to see the kids’ thinking even if they are no longer reading. Readers need to leave tracks in the margins, just as animals do in the snow or on the beach.

TEACH/MODEL: Explain that *annotating* means writing down your ideas as you read. Tell them, “Nothing matters more than your thinking when you read.” Let kids know that instead of highlighting, you are going to jot your thoughts because when readers do that, they remember why they wrote something and are better able to understand. Mention that tracks like these give readers a place to hold their thinking. At the overhead projector, think aloud through a piece of text and jot connections, questions, important information, and inferences in the margins. Share some text codes—a ★ for an important information, a ? for a question, and so forth. Show how you notice when you find an answer or how you might need to research further if your question is not answered.

GUIDED PRACTICE: Engage kids in the process by handing out a copy of the same article you have been modeling with. Read a paragraph, then stop and give students time to jot their thoughts and codes in the margins. Encourage them to turn and talk to a partner and discuss their thinking tracks. Create an anchor chart of various text codes that you come up with together.

TEXT CODES

- ✓ for something known
- L for new learning
- ? or Q for a question
- ?? for confusion
- ★ for important information
- ! for exciting or surprising information
- R for a connection (Reminds me...)

COLLABORATIVE PRACTICE: Encourage kids to leave tracks of their thinking as they continue to read and respond to articles in their inquiry circles.

The Components of Active Literacy

Reading, Writing, Drawing, Talking, Listening, Viewing and Investigating :

Engage in the world of issues and ideas, enhance understanding, expand thinking, develop insight, acquire and actively use knowledge.

- ▶ **Talking and listening to each other**

Having a conversation, discussing, agreeing, disagreeing, debating.

- ▶ **Reading and viewing to construct meaning**

Noticing and thinking about the inner conversation, asking questions, making connections, inferring, synthesizing information.

- ▶ **Responding to reading by talking and listening**

Having a conversation about the text, connecting to experience, wondering, thinking inferentially, thinking beyond the text.

- ▶ **Responding to reading by writing and drawing**

Writing and drawing to think and remember, noticing important information, connecting, asking questions, debating the author,

- ▶ **Writing and drawing to discover and explore thinking**

Learning new information, wondering, connecting, inferring.

- ▶ **Investigating and doing further research**

Asking and answering questions, finding out information, learning more, synthesizing, building and using knowledge, developing insight. (Harvey 2009)

How Proficient Collaborators Think and Act

Strategy	Examples/Actions
1. Be responsible to the group	<ul style="list-style-type: none"> • Come prepared: work completed, materials and notes in hand • Bring along interesting questions/ideas/artifacts • Take initiative, help people get organized • Live by the group's calendar, work plan, and ground rules • Settle problems within the group • Fess up if unprepared and take on some other work
2. Listen actively	<ul style="list-style-type: none"> • Make eye contact • Nod, confirm, look interested • Lean in, sit close together • Summarize or paraphrase • Use names • Take notes when helpful
3. Speak up	<ul style="list-style-type: none"> • Join in, speak often, be active • Connect your ideas with what others have said • Ask lead and follow-up questions • Use appropriate tone and voice level • Draw upon the notes, materials, or drawings you've brought • Overcome your shyness
4. Share the air and encourage others	<ul style="list-style-type: none"> • Show friendliness and support • Take turns • Be aware of who's contributing; work to balance the airtime • Monitor yourself for dominating or shirking • Invite others to participate • Build upon and learn from others' ideas
5. Support your views and findings	<ul style="list-style-type: none"> • Explain and give examples • Refer to specific passages, evidence, or artifacts • Connect or contrast your ideas to others' • Dig deeper into the text or topic; revisit important ideas
6. Show tolerance and respect	<ul style="list-style-type: none"> • Receive others' ideas respectfully; no put-downs allowed • Try to restate opposing views • Use neutral language in disagreeing • Offer your different viewpoint; don't be steamrolled • Welcome and seek insight in divergent viewpoints
7. Reflect and correct	<ul style="list-style-type: none"> • Do frequent reflections or "think-backs" on group processes • Identify specific behaviors that helped or hurt the discussion • Talk openly about problems • Make plans to try out new strategies and review their effectiveness • Keep written record of group processing

What Social Strategy Use Looks and Sounds Like

Strategy	Sounds/Looks Like	Doesn't Sound/Look Like
1. Be responsible to the group	<p>"Does everyone have their articles? Good, let's get going."</p> <p>"Let me show you this great website I found..."</p> <p>"I'm sorry, guys, I didn't get the reading done."</p> <p>"Ok, then today I'll take notes on the meeting."</p>	<p>"What? There's a meeting today?"</p> <p>"I left my stuff at home."</p> <p>"Teacher, Bobby keeps messing around."</p> <p>Arriving late, unprepared, without materials.</p>
2. Listen actively	<p>"Joe, pull your chair up closer."</p> <p>"I think I heard you say..."</p> <p>"So you think..."</p> <p>Asking follow up questions</p>	<p>Not looking at others</p> <p>"Huh? I wasn't listening."</p> <p>Playing with pencils, shuffling materials.</p>
3. Speak up	<p>"What you said just reminded me of..."</p> <p>"Can I piggyback on this?"</p> <p>"What made you feel that way?"</p> <p>"Let me show you my drawing."</p>	<p>Silence</p> <p>Whispering or shouting</p> <p>Not using/looking at notes</p> <p>Hiding from participation</p>
4. Share the air and encourage others	<p>"Can you say more about that, Chris?"</p> <p>"We haven't heard from you in a while, Joyce."</p> <p>"I better finish my point and let someone else talk."</p> <p>"That's a cool idea, Tom."</p>	<p>"Blah blah blah blah blah blah blah..."</p> <p>"I pass."</p> <p>"You guys are so boring."</p> <p>Declining to join in when invited</p>
5. Support your views and findings	<p>"I think Jim treats Huck as a son because..."</p> <p>"Right here on page 15, it says that..."</p> <p>"The person I interviewed said..."</p> <p>"My thinking was a lot like Jennifer's..."</p>	<p>"This book is dumb."</p> <p>"Well, that's my opinion anyway."</p> <p>"No, I didn't consider any other interpretations."</p>
6. Show tolerance and respect	<p>"Wow, I thought of something totally different."</p> <p>"I can see your point, but what about..."</p> <p>"I'm glad you brought that up; I never would have seen it that way."</p>	<p>"You are so wrong!"</p> <p>"What book are <i>you</i> reading?"</p> <p>"Where did you get <i>that</i> idea?"</p> <p>Rolling eyes, disconfirming body language.</p>
7. Reflect and correct	<p>"What went well today and where did we run into problems?"</p> <p>"We are not sharing the talk time evenly."</p> <p>"OK, so what will we do differently during our next meeting?"</p>	<p>"We rocked."</p> <p>"We sucked."</p> <p>"It was OK."</p> <p>"Who cares?"</p>

Home Court Advantage: Showing Friendliness and Support



See this lesson in action on pages 227, 247.

TIP: This lesson was originally developed in high school, where put-downs are a special concern. Yes, it sounds corny—but it works. And even the little ones comprehend the metaphor of this lesson—so many of them are on soccer teams! In place of showing the newspaper article, you can simply question them about their experiences playing at home versus away.

WHEN and WHY: We use this lesson for group-building early in the year or at times when bickering or disunity have occurred. Thanks to Nancy Steineke for introducing us to this powerful lesson.

INITIATE: From the sports pages of the newspaper, clip out the standings for a local baseball, football, or soccer team—the ones that include home and away game outcomes. Make copies for kids or project them on a screen.

TEACH/MODEL: “OK, guys, take a look at these standings from today’s paper. What do you notice about home games versus away games? Turn and talk with a partner for a minute.”

Kids will report back that teams generally win more home games than away games.

“Why do you think that is? What would be some reasons? Get back together and jot down a few ideas you have.”

Kids typically will return with ideas like these:

Fans cheer you.	You know the field/court
Nobody boos	Feel comfortable
Same place we practice	Your friends are watching
No distracting fans	

As a whole group, prioritize the suggestions and make a consensus list. If kids don’t bring it up along the way, be sure to highlight the issue of put-downs.

“Is anyone in here on a team? What do you do when one of your teammates makes a mistake?”

Students may offer ideas like, “We say, ‘Nice try Bob’ ” or “We don’t laugh or boo.”

“Exactly. And in the classroom we are a team also, we are all on the same side. You never put down a teammate. If you hear a put-down in here, you can just quietly say ‘home court’ to remind people we are a team. OK?”

INDEPENDENT PRACTICE: Invite kids to make posters that depict the idea of home court advantage. They can place the term at the center and elaborate around it with drawings and specific sayings people can use with teammates (“Good effort, Janie” or “No put-downs”). Hang posters around the room and refer to them periodically.



Inquiry Approach *versus* **Coverage Approach**

INQUIRY Approach

- Student voice and choice
- Questions and concepts
- Collaborative work
- Strategic thinking
- Authentic investigations
- Student responsibility
- Student as knowledge creator
- Interaction and talk
- Teacher as model and coach
- Cross-disciplinary studies
- Multiple resources
- Multimodal learning
- Engaging in a discipline
- Real purpose and audience
- Caring and taking action
- Performance and self-assessments

COVERAGE Approach

- Teacher selection and direction
- Required topics and isolated facts
- Solitary work
- Memorization
- As if/surrogate learning
- Student compliance
- Student as information receiver
- Quiet and listening
- Teacher as expert and presenter
- One subject at a time
- Reliance on a textbook
- Verbal sources only
- Hearing about a discipline
- Extrinsic motivators
- Forgetting and moving to next unit
- Filling in bubbles and blanks



Small-Group Collaboration Skills

- | | |
|--------------------------------------|-----------------------------------|
| ① Be responsible to the group | ⑤ Support your views and findings |
| ② Listen actively | ⑥ Show tolerance and respect |
| ③ Speak up | ⑦ Reflect and correct |
| ④ Share the air and encourage others | |

Model Your Own Inquiry Process



See this lesson in action on pages 145–150, 158, 248.

→ **TIP:** This activity works for all ages. Sharing your curiosity and demonstrating your own inquiry is a powerful model for your students. The purpose here is to give kids an idea of how the inquiry process works and how it differs based on the question. It is great for them to begin with an easily answered question, so they can experience some of what happens when they do research.

WHEN and WHY: At the very beginning of an inquiry project, share how you do research and go through the inquiry process so kids have a model from which to draw.

INITIATE: When you begin teaching the research process, share your insatiable curiosity! Begin all inquiry projects with a celebration of the nature of curiosity. Talk about your own “puzzle drive” and how curiosity drives you to learn more.

TEACH/MODEL: Explain that research is not a four-letter word. Research is an important process that adults go through every day to make choices and decide how to act. We do research when we buy a new car, when we decide on a pet, when we go and cast a vote. Create a list of things you wonder about and share them with your students. Share a time when you got an authentic question answered and take the kids through that inquiry, so they can see what you did to get your question answered. As you share your inquiry process, talk about different ways you found information—these might include reading, going online, asking a specialist, and doing further research—so they will understand that there are many different ways to discover answers to questions. Also explain that some questions—called Quick Finds—are easily answered by jumping online or asking a knowledgeable person, while others require much more research to find answers.

GUIDED PRACTICE: Have kids come up with at least three authentic questions they wonder about and create their own wonder list. (Most kids will be able to come up with at least one if you request three.) Then have them talk to a partner about their questions.

WONDER LIST

- What causes pain? Why do some people feel it more than others?
- How can we get someone to pay attention to our falling down school?
- Allergic reactions—How can a bee sting kill a person? How can nuts get you all puffed up? How can animal hair make you sneeze?

COLLABORATIVE PRACTICE: Have students check their wonder lists and see which questions they think might be Quick Finds and which will take further research. Have them code their Quick Finds with a QF and explain that you will also build in time for them to research more complex questions. Invite them to search for answers to their Quick Find questions.

Small-Group Inquiry Model

STAGE	TEACHER	KIDS
Immerse <i>Invite Curiosity, Build Background, Find Topics, and Wonder</i>	<ul style="list-style-type: none"> • Invites curiosity, questioning, engagement • Shares own curiosity • Models personal inquiry • Shows how to ask questions • Demonstrates topic finding • Gathers and organizes relevant materials and resources • Immerses kids in topics to build background • Facilitates small-group formation to ensure heterogeneous groups with compatible interests • Confers with small groups and individual 	<ul style="list-style-type: none"> • Express their own curiosity • Explore, experience, and learn about topics using texts, visuals, Internet, artifacts, etc. • Think about what they know and connect new information to background knowledge and experience • Wonder and ask questions • Read, listen, and view to build background • Respond with questions, connections, and reactions • Meet with teams to set schedules, ground rules, and goals
Investigate <i>Develop Questions, Search for Information, and Discover Answers</i>	<ul style="list-style-type: none"> • Floods kids with resources and materials on a topic or question • Models how to read, listen, and view with a question in mind • Models how to take notes by interacting with text, coding text, and writing in margins or on Post-its • Demonstrates how to determine importance • Helps kids sharpen or change inquiry focus • Facilitates changes in group membership or topics • Confers with groups and individuals • Shows how to infer answers and draw conclusions • Demonstrates how to read for the gist and synthesize information • Connects kids' questions to the curricular concepts and focus questions 	<ul style="list-style-type: none"> • Articulate thoughts and questions that stem from their own interests and experience • Listen, talk, view, and read to gain information • Write, talk, and draw to think about information • Develop questions; then read, listen, and view to answer them • Use text and visual features to gain information • Meet with teams to set and monitor schedules and task completion
Coalesce <i>Intensify Research, Synthesize Information, and Build Knowledge</i>	<ul style="list-style-type: none"> • Shows how to infer answers and draw conclusions • Demonstrates how to read for the gist and synthesize information • Engages kids in guided discussions and debates • Shares how to evaluate sources • Teaches interviewing strategies • Facilitates arrangements for out-of-school resources • Confers with groups and individuals 	<ul style="list-style-type: none"> • Engage in deeper reading and research using books, articles, websites, videos, library visits • Target key ideas and information • Keep asking: So what? What about this really matters? • Practice interviewing • Conduct "people" research: interviews, surveys, questionnaires, focus groups • Check sources and determine reliability • Synthesize information to build knowledge • Meet with teams to monitor schedules, complete specific tasks, and plan for sharing

Small-Group Inquiry Model, *cont.*

STAGE	TEACHER	KIDS
Go Public <i>Share Learning, Demonstrate Understanding, Take Action</i>	<ul style="list-style-type: none"> • Co-constructs expectations for final projects • Shares the widest range of possibilities for sharing/performing • Welcomes kids' suggestions for these demonstrations • Helps kids find real audiences and opportunities to share their knowledge and teach others • Helps students reflect on content and process • Co-creates rubrics to assess and evaluate projects • Responds, assesses, and evaluates projects • Helps kids to share the learning by taking action 	<ul style="list-style-type: none"> • Co-construct expectations for final projects • Demonstrate learning and understanding in a variety of ways: performances, posters, models, essays, picture books, tableaux, poetry • Become teachers as they share their knowledge with others • Articulate their learning process and how learning changes • Reflect on their knowledge building and their cooperative process • Pose and investigate new questions for further research • Consider changes in their own beliefs or behavior • Take action through writing, speaking, community work, advocacy

Small-Group Inquiry Model

Adapted for Mini Inquiry Projects

STAGE	TEACHER	KIDS
Immerse <i>Invite Curiosity and Wonder</i>	<ul style="list-style-type: none"> • Invites curiosity, questioning, engagement • Shares curiosity and models personal inquiry • Models how to ask authentic questions • Teaches kids to collaborate by turning and talking • Facilitates small-group formation to ensure heterogeneous groups with compatible interests • Confers with small groups and individuals 	<ul style="list-style-type: none"> • Express their own curiosity • Wonder and ask questions
Investigate <i>Develop Questions, Search for Information, and Discover Answers</i>	<ul style="list-style-type: none"> • Models how to read, listen, and view with a question in mind • Shares ways to get questions answered • Helps kids think about where to find information • Supports kids to work together and figure out roles • Confers with groups and individuals 	<ul style="list-style-type: none"> • Develop questions; then read, listen, and view to answer them • Searches through multiple resources and media to find answers • Divide the workload
Coalesce <i>Synthesize Information and Build Knowledge</i>	<ul style="list-style-type: none"> • Supports kids to find information and answer questions • Shares how to evaluate sources 	<ul style="list-style-type: none"> • Target key ideas and information • Synthesize information to answer questions • Continue to work together and share responsibilities
Go Public <i>Demonstrate Understanding and Share Learning</i>	<ul style="list-style-type: none"> • Builds in time for kids to share findings • Supports kids to share the learning 	<ul style="list-style-type: none"> • Demonstrate learning and understanding by sharing the answer to their questions and teaching others • Share additional information related to their question if they choose to • Pose new questions for further research that may emerge • Take action if motivated

Small-Group Inquiry Model

Adapted for Curricular Inquiry

Content and concepts are determined by state standards, district curriculum, and/or teacher planning.

STAGE	TEACHER	KIDS
Immerse <i>Invite Curiosity, Build Background, Find Topics, and Wonder</i>	<ul style="list-style-type: none"> Plans instruction and teaches with central curricular concepts and focus questions in mind Gathers and organizes curricular materials and resources Immerses kids in multiple sources to build background knowledge Invites curiosity, questioning, engagement Models own curricular inquiry Conducts think-alouds with text and materials related to the curricular topic Demonstrates how to ask questions about curricular topics Facilitates small-group formation to ensure heterogeneous groups with compatible interests Confers with small groups and individuals 	<ul style="list-style-type: none"> Express their own curiosity Explore, experience, and learn about topics using texts, visuals, Internet, artifacts, etc. Read, listen, and view to build background knowledge about the curricular topic Talk, write, and draw in response to instruction Wonder and ask questions Meet with teams to set schedules, ground rules, and goals
Investigate <i>Develop Questions, Search for Information, and Discover Answers</i>	<ul style="list-style-type: none"> Continues bringing in resources and materials on a curricular topic to build background knowledge Models how to read, listen, and view with a question in mind Models how to take notes by interacting with text, coding text, and writing in margins or on Post-its Points out how kids' learning relates to the broader curricular concepts Engages kids in guided discussions and debates around a curricular topic Facilitates changes in group membership or topics Confers with groups and individuals 	<ul style="list-style-type: none"> Articulate thoughts and questions related to curricular topics that stem from their interest and curiosity Listen, talk, view, and read to gain information about the topic Engage in literature circles with curriculum-related short text Develop questions related to the curricular topic; then read, listen, and view to answer them Write, talk, and draw to share learning about the topic Meet with teams to set and monitor schedules and task completion

Small-Group Inquiry Model

Adapted for Curricular Inquiry, *cont.*

STAGE	TEACHER	KIDS
Coalesce <i>Intensify Research, Synthesize Information, and Build Knowledge</i>	<ul style="list-style-type: none"> Shows how to infer answers and draw conclusions Demonstrates how to read for the gist and synthesize information Connects kids' questions to the curricular concepts and focus questions Shares how to organize and evaluate sources Facilitates arrangements for out-of-school resources Confers with groups and individuals 	<ul style="list-style-type: none"> Engage in deeper reading and research using books, articles, websites, videos, library visits Target key ideas and information about the topic Conduct "people" research, interviews, surveys, questionnaires, focus groups Check sources and determine reliability Synthesize information to build knowledge Meet with teams to monitor schedules, complete specific tasks, and plan for sharing
Go Public <i>Share Learning, Demonstrate Understanding, Take Action</i>	<ul style="list-style-type: none"> Co-constructs expectations and rubrics for final projects Shares the widest range of possibilities for demonstrating understanding of the topic and its relationship to the broader curricular topic Helps kids share their knowledge and teach others about the topic Responds, assesses, and evaluates projects Supports kids to share the learning by taking action Helps kids to notice lingering or new inquiry questions Encourages kids to reflect on social and thinking processes 	<ul style="list-style-type: none"> Co-construct expectations and rubrics for final projects Demonstrate learning and understanding in a variety of ways—letter writing, posters, models, essays, picture books, tableaux, poetry Become teachers as they share their knowledge with others Reflect on their knowledge building Reflect on their cooperative process Pose and investigate new questions for further research Consider changes in their own beliefs or behavior Take action through writing, speaking, community work, advocacy

Small-Group Inquiry Model

Adapted for Literature Circle Inquiries

STAGE	TEACHER	KIDS
Immerse <i>Invite Curiosity, Build Background, Find Topics, and Wonder</i>	<ul style="list-style-type: none"> • Shares own engagement with books • Helps kids choose books and discuss them in small, peer-led groups • Shares how books can change us and leave lingering questions • Models a personal inquiry stemming from a book • Shows how to develop inquiry questions from reading • Helps groups to identify a topic or question for further study • Confers with groups and individuals 	<ul style="list-style-type: none"> • Shares own engagement with books • Choose, read, and discuss books in small, peer-led groups • Think about what they know and connect new information to background knowledge and experience • Are aware of their own wonderings and reactions as they read and talk • Discuss and jot down potential beyond-the-book inquiry questions as they read • Discuss possible inquiry topics when books are finished
Investigate <i>Develop Questions, Search for Information, and Discover Answers</i>	<ul style="list-style-type: none"> • Helps students to hone and refine beyond-the-book inquiry topics • Floods kids with resources and materials on a topic or question • Models how to read, listen, and view with a question in mind • Models how to take notes by interacting with text, coding text, and writing in margins or on Post-it notes • Demonstrates how to determine importance • Helps groups to sharpen or change inquiry focus • Facilitates changes in group membership or topics • Confers with groups and individuals 	<ul style="list-style-type: none"> • Listen, talk, view, and read to gain information about their chosen topic • Write, talk, and draw to think about information • Develop questions and read, listen, and view to answer them • Use text and visual features to gain information • Meet with teams to set and monitor schedules and task completion
Coalesce <i>Intensify Research, Synthesize Information, and Build Knowledge</i>	<ul style="list-style-type: none"> • Shows how to infer answers and draw conclusions • Demonstrates how to read for the gist and synthesize information • Engages kids in guided discussions and debates • Shares how to evaluate sources • Teaches interviewing strategies if needed • Facilitates arrangements for out-of-school resources • Confers with groups and individuals 	<ul style="list-style-type: none"> • Engage in deeper reading and researching—books, articles, websites, videos, library visits • Target key ideas • Keep asking: So what? What about this really matters? • Practice interviewing • Conduct “people” research—interviews, surveys, questionnaires, focus groups • Check sources and determine reliability • Synthesize information to build knowledge • Meet with teams to monitor schedules, complete specific tasks, and plan for sharing

Small-Group Inquiry Model

Adapted for Literature Circle Inquiries, *cont.*

STAGE	TEACHER	KIDS
Go Public <i>Share Learning, Demonstrate Understanding, Take Action</i>	<ul style="list-style-type: none"> • Co-constructs expectations for literature circle extension projects • Offers the widest range of possibilities for sharing/performing • Welcomes kids' suggestions for these demonstrations • Helps kids find real audiences and opportunities to share their knowledge and teach others • Helps students reflect on content and process • Co-creates rubrics to assess and evaluate projects • With students, responds, assesses, and evaluates projects • Supports kids to share the learning by taking action 	<ul style="list-style-type: none"> • Co-construct expectations for literature circle extension projects • Demonstrate learning and understanding in a variety of ways: performances, posters, letter writing, essays, picture books, tableaux, poetry, editorials • Become teachers as they share their knowledge with others • Consider changes in their own beliefs or behavior • Take action through writing, speaking, community work, advocacy • Reflect on their knowledge building and cooperative process • Join in another cycle of literature circles, being alert for new or lingering questions and inquiry topics

Small-Group Inquiry Model Adapted for Open Inquiries

STAGE	TEACHER	KIDS
Immerse <i>Invite Curiosity, Build Background, Find Topics, and Wonder</i>	<ul style="list-style-type: none"> • Invites curiosity, questioning, engagement • Models own inquiry topics and process • Conducts activities that support topic-finding and commitment • Forms kids into inquiry groups by topic affinity • Gathers and organizes relevant materials to support student topics • Confers with small groups and individuals 	<ul style="list-style-type: none"> • Surface curiosity and questions from their own interests and experience • Talk, read, and write with others to develop possible topic choices • Read, listen, and view to build background knowledge and test topic attractiveness • Make tentative commitment to a topic or question • Meet with teams to set schedules, ground rules, and goals
Investigate <i>Develop Questions, Search for Information, and Discover Answers</i>	<ul style="list-style-type: none"> • Floods kids with resources and materials on chosen topics or questions • Models how to read, listen, and view with a question in mind • Models how to take notes by interacting with text, coding text, and writing in margins or on Post-its • Demonstrates how to determine importance • Helps kids sharpen or change their open inquiry focus • Facilitates changes in group membership or topics • Confers with groups and individuals 	<ul style="list-style-type: none"> • Listen, talk, view, and read to gain information • Write, talk, and draw to think about information • Develop questions and read, listen, and view to answer them • Use text and visual features to gain information • Work to better articulate and refine chosen topics or questions • Meet with teams to set and monitor schedules and task completion
Coalesce <i>Intensify Research, Synthesize Information, and Build Knowledge</i>	<ul style="list-style-type: none"> • Shows how to infer answers and draw conclusions • Demonstrates how to read for the gist and synthesize information • Helps students to access increasingly focused or specialized resources • Models how to evaluate sources • Teaches interviewing strategies • Facilitates arrangements for out-of-school resources • Confers with groups and individuals 	<ul style="list-style-type: none"> • Engage in deeper reading and researching; books, articles, websites, videos, library visits • Target key ideas and information • Check sources and determine reliability • Keep asking: So what? What about this really matters? • Practice interviewing • Conduct "people" research—interviews, surveys, questionnaires, focus groups • Synthesize information to build knowledge • Meet with teams to monitor schedules, complete specific tasks, and plan for sharing

Small-Group Inquiry Model

Adapted for Open Inquiries, *cont.*

STAGE	TEACHER	KIDS
Go Public <i>Share Learning, Demonstrate Understanding, Take Action</i>	<ul style="list-style-type: none"> • Co-constructs expectations and rubrics for final projects • Offers the widest range of possibilities for sharing/performing • Welcomes kids' suggestions for these demonstrations • Helps kids find real audiences and opportunities to share their knowledge and teach others • Helps students reflect on content and process • With students, responds, assesses, and evaluates projects • Supports kids to share the learning by taking action 	<ul style="list-style-type: none"> • Co-construct expectations and rubrics for final projects • Demonstrate learning and understanding in a variety of ways—posters, models, essays, picture books, tableaux, poetry • Become teachers as they share their knowledge with others • Articulate their learning process and how learning changes • Reflect on their knowledge building • Reflect on their cooperative process • Pose and investigate new questions for further research • Consider changes in their own beliefs or behavior • Take action through writing, speaking, community work, advocacy